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AUTHOR Pais, Nanette
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ABSTRACT

This two-part report reviews the implementation and operation of a student counseling program conducted during 1977-78 in the developmental studies division of Southeastern Community College (SCC) with funds provided by the Exxon Education Foundation. Part I discusses: (1) the impact of the program on the college's counseling philosophy, (2) the integration of student counseling within the college's freshman orientation program, (3) the administrative problems encountered in implementing the program, (4) the provision of elective credit for student counselors, (5) program evaluation as determined by a survey of the student counselors and their advisees, and (6) recommendations for the implementation of student advising programs at other colleges. Part II describes the week of intensive training provided for prospective student counselors, the target population of developmental students who were served by these counselors, and the guidelines established for counseling contacts during the course of the program. The report is appended by the schedule of activities used during counselor training, the criteria used in selecting student counselors, and the philosophy statement which serves as the basis of SCC's developmental education program. (JP)

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Student-to-Student Counseling Final Report: 1977-78



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IMPACT PROGRAM:
FUNDS TO IMPLEMENT EDUCATIONAL INNOVATIONS
EXXON EDUCATION FOUNDATION

STUDENT-TO-STUDENT COUNSELING
FINAL REPORT
1977-78

NANETTE PAIS
STUDENT COUNSELOR COORDINATOR



SOUTHEASTERN COMMUNITY COLLEGE
AN EQUAL OPPORTUNITY EMPLOYER

ACKNOWLEDGEMENTS

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spurring me on when I laid the manuscript aside

reading the manuscript at home only a week after the birth of Elizabeth

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Nanette Pais

PREFACE

After re-reading the final draft of the following manuscript, I realized the necessity of a short preface, the purpose of which is to make the structure of the manuscript more understandable to the reader.

The following pages were written in response to a request by the Exxon Education Foundation. In 1977, Resources for Student Learning (RSL), the developmental studies program, received a \$6,000 grant from the Foundation to start a student counseling program. At the end of the one-year grant period, the Foundation sent RSL a two-part set of questions they wanted answered to evaluate the effectiveness of the student counseling program. This manuscript is set up specifically to do just that in a format that answers each of the questions in a, hopefully, logical sequence. Thus, before going on to the text of the manuscript, I ask that you review the table of contents.

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Student-to-Student Counseling

Guidelines for Final Reports

Part I

1. How well did Student-to-Student Counseling fit conceptually with your philosophy of counseling and/or your practice in academic advising? Do you have a different view of Student-to-Student Counseling now than you did after you read the materials? After you attended the workshop?
2. Was there any modification in the overall college-wide counseling program which resulted from the introduction of Student-to-Student Counseling? Has the use of Student-to-Student Counseling changed counseling styles, clientele or counseling arrangements in the broader program in ways which you had not anticipated?
3. How much time did you anticipate it would take you to implement Student-to-Student Counseling? Did this turn out to be too little, too much or about right? What particular phases of the implementation process took more or less time than you anticipated?
4. What individuals or factors on your campus have helped most in implementing Student-to-Student Counseling?
5. What individuals or factors on your campus have hindered the implementation of Student-to-Student Counseling most?
6. Which aspects of the Foundation's role in the implementation process were most helpful? Which were least helpful?
7. How did you use the money provided by your grant? In what ways did the actual spending differ from your preliminary plans? Were the funds provided adequate, more than enough, or too little for the implementation process as you carried it out?
8. In what ways did you attempt to assess the impact of Student-to-Student Counseling on counselee performance and attitude? What were the results of this evaluation?
9. If a person at another college were considering implementation of Student-to-Student Counseling, would you encourage him to do so? Why or why not? What would you tell him were the major problems he might expect to encounter in attempting implementation, and what suggestions would you make to him for overcoming these problems? What specific advice would you give him concerning the appropriate student populations, materials for use, etc.

Student-to-Student Counseling

Guidelines for Final Reports

Part II

1. How many student counselors did you train for the Student-to-Student Counseling program? How many actually did counseling during the year?
2. What population or populations of students received counseling? Was counseling voluntary? Required? Please explain.
3. How many students were seen by the student counselors during the year in (1) large group presentations; (2) small group sessions; (3) individual sessions?
4. Describe your counselors' initial training: number of hours involved, distribution of sessions, major topics, etc.
5. What kinds of arrangements did you make for further training of counselors and for supervision of counselors? What kind of referral network did you set up between counselors and other college agencies?
6. How did you select students to become counselors?
7. Did counselors receive any academic credit either for training or their work? If so, how much credit and within what departments? Did counselors receive any pay either for their training or their work. If so, how much were they paid and where did the funds come from? If the funds involved came from your grant, how will you continue to finance this expense?
8. What features of Dr. Brown's model of Student-to-Student Counseling would you say were most emphasized in your program? What features did you modify or eliminate? What kinds of material or procedures did you add? What considerations or experiences prompted the modifications you made?
9. Do you plan to continue using Student-to-Student Counseling? Why or why not?

STUDENT-TO-STUDENT COUNSELING FINAL REPORT

PART I

OUR PRESENT VIEW OF STUDENT COUNSELING (Question 1)

After reading the student-to-student counseling materials, I was enlightened as to how upperclassmen could and have been used in a paraprofessional capacity. The program outlined at Southwest Texas State College was much more detailed and elaborate than I expected. Also, upperclassmen were given much more responsibility than I originally felt should have been given. After reading the evaluation of the program and developing a similar program, I realized that seemingly demanding responsibilities are totally justified.

After the Director of RSL attended the Texas workshop, she felt that there should have been much more emphasis on affective needs of students. She also felt that much more supervision of the student counselors was necessary than she had originally thought. She was, however, in agreement with the idea of using paraprofessionals to assist freshmen with academic information and survival orientation, and was quite impressed with the implementation and results of the program at Southwest Texas State College.

HOW STUDENT COUNSELING FITS CONCEPTUALLY IN OUR PHILOSOPHY OF COUNSELING (Questions 1 and 2)

The student counseling idea, as proposed by Dr. Brown, has fit well within the framework of counseling in the RSL program at Southeastern. One of the major foundations of our program is the focus on knowledge and use of good study skills and survival orientation. Thus, our program is congruent with Dr. Brown's approach. In RSL, students are constantly contracting with the professional counselor and student counselors concerning behavior change, especially in relationship to setting up successful study habits and attitudes.

We have been using Dr. William Glasser's Reality Therapy and have found that this model fits quite well with the ideas put forth in Dr. Brown's student counseling approach.

There has been no real overall college-wide modification in counseling. It must be kept in mind that the student counseling program was instituted to assist only RSL freshmen and not the entire freshman body.

The major modifications that have occurred as a result of the student counseling program are the use of Dr. Brown's study skills modules in the Orientation 100 course, and instructor referral of student problems to the RSL counseling staff. When the student counseling program was approved, Dr. Brown's materials were adopted for the RSL Orientation 101 course. At that same time, those materials were approved and selected for use for all college freshmen in their Orientation 100 course. Orientation 100 is a course similar to Orientation 101, except that it is designed for all non-RSL students, does not include interpersonal skills, and is taught by the academic advisers for a two-day period at the beginning of the year. With regard to instructor referral, RSL students are referred to the RSL professional counselor for academic, career, and personal problems. If the problem is of an academic nature, students are referred to student counselors by the professional counselor. The student counselors work with these students individually on particular study skills problems.

IMPLEMENTATION OF STUDENT COUNSELING AT SCC
(Questions 3, 4, 5, and 6)

The time that was scheduled for implementation of the student counseling program was sufficient and was gauged accurately. All administrative decisions were made and the training program set up by the middle of August. Students were sent invitations to attend the training session by the last of July and the training session occurred on schedule the last week of August. The fall, winter, and spring quarter internship experiences were also implemented on time. Changes in these experiences were made throughout the year as the need arose. Generally, then, the scheduled implementation time was sufficient to get the program established.

The phase of implementation that took longer than was anticipated was initial and continued monitoring of the activities and of the student counselors themselves. The professional counselor was responsible for fourteen teaching hours and twenty counseling hours in the fall quarter, and for thirteen teaching hours and twenty counseling hours in the winter and spring quarters. In addition, supervision of student counselors was a major responsibility. There was insufficient time for problem solving, guidance, instruction and supervision of the student counselors. For the program to run smoothly, a minimum of fifteen to twenty hours per week was needed for supervision.

There were several factors and individuals on campus that helped the smooth implementation of the program. The curriculum committee approved the Education 270, 271, 272, and 273 courses for elective credit. Thus, students were able to get academic credit for the training and internship experiences. The president of the college made available to the student counselors a tuition waiver, the President's Service Stipend. This was made available to those students who did not qualify for financial assistance. The president also sponsored a dinner to show his support and honor of the student counselors and the fine job they did.

The program has also gained much support from the Academic Dean and the Dean of Instruction. The RSL professional counselor was given release time to direct the student counseling program. Finally, the RSL faculty's enactment of the referral system also helped implement the program. When students were in academic difficulty, RSL instructors referred them to the professional counselor, who in turn, referred the students to their student counselors for study skills assistance.

The EXXON Foundation assisted greatly in the implementation of the student counseling program on campus. Also, the monetary support for staffing and materials aided tremendously in getting the program started. The fact that the college was funded for such a grant gave much prestige to the program from the start. Further, since the funding period was extended to begin a year later than the original grant period, the Foundation gave immeasurable support to the smooth implementation of the program.

There were, however, several factors which caused implementation problems. The student counseling program was set up at the same time that the developmental studies program became a requirement of all students who tested into its courses. Trying to work out the problems and changes made in the developmental program, while simultaneously trying to set up the student counseling program, was at times relatively difficult. In addition, the professional counselor was hired to direct the student counseling program at the beginning of August. She was given all of Dr. Brown's materials at the beginning of June and had the summer to develop the training and internship experiences. Nonetheless, setting up such an extensive program at the beginning of a professional career was a difficult task. Two other problems that occurred related to the credit allowed the student counselors for the training and internship experiences. The curriculum committee allowed two credit hours per quarter with six contact hours per week for the internship

experience. It would have been more desirable for the student counselors to have received three hours credit for the six hours per week of work. Further, for some colleges to which our graduates transfer, these credits do not transfer.

USE OF MONIES FOR STUDENT COUNSELING PROGRAM (Question 8)

Most of the money (\$4,000.00) was used on the salary of the project director. Other money that was spent was used for remodeling (\$400.00) and materials such as the Survey of Study Skills, Survey of Study Habits and Attitudes and the Effective Study Test. The actual expenditure of funds coincided closely with projected costs as stated in the grant. The money that was funded was adequate for the program, as spending was adjusted according to priorities. More money was really needed for staffing to monitor student counselors. Thus, if more of the professional counselor's time could have been bought through release time, much closer monitoring could have occurred.

IMPACT OF STUDENT COUNSELING (Question 8)

As for evaluation of the student counseling program, evaluation was done on both the training program and the internship program. Students evaluated the training program at its termination and also during the fall quarter to determine how well the training program prepared the student counselors for their experiences that quarter. This training program evaluation was objective and subjective. The objective evaluation was the standard faculty evaluation given at the end of a course. The instructor scored 93% out of a total possible 100% on the evaluation for instructional methods, content, materials, and the course in general. The average score at that time was 82.5% for college

transfer faculty. The subjective evaluation of the training program occurred at mid-term during the fall quarter, when the student counselors wrote a narrative on the weaknesses and strengths of the training program. Evaluations were very good, with the exception of the time factor. Students felt that more time was needed for the training program and that the time be stretched out for a two-week period instead of the intensive one-week training.

The internship experience was evaluated in several ways. The professional counselor was again evaluated each quarter on the standard faculty evaluation form for her instruction and guidance in the internship experiences. Scores on the evaluation went from 88.8% for Education 271 to 95.7 for Education 273. This, again, was out of a possible 100%. Student counselors were evaluated by their students in the Orientation 101 classes using the same faculty evaluation form. Scores ranged from 68% to 81%, with most student counselors scoring in the seventy per cent range. A final evaluation was a comparison of Orientation 101 students with Orientation 100 students on grade point average, drop-out rate, and honors attained. See Appendix A for these figures. Note that even though there is a difference between the two groups, the Orientation 101 group included students with remedial and developmental skill levels who were able to maintain a 2.00 grade point average for the year. It is also important to note that even though the student counselors had some effect on these data, there were other variables which hopefully contributed to the results, such as the humanistic approach of the developmental studies program, the pre-college orientation workshop, and the special developmental and remedial classes.

IMPLEMENTATION OF STUDENT COUNSELING AT OTHER COLLEGES
(Question 9)

If other colleges were considering implementing student counseling programs, I would strongly encourage the implementation. First, the program

is worthwhile in that it gives a needed service not only to the new students but to the student counselors themselves. Students are able to learn survival skills and study skills with students who have just been through that experience, who speak their same language, and who can anticipate problems that may occur. The program allows the college to use resources on campus, at no real cost, to obtain valuable services which would otherwise need to be paid for in terms of faculty salaries. The student counselors gain excellent interpersonal, relationship, and responsibility skills, along with experience in a helping relationship which may be valuable to them in determining careers.

Even though the program is very worthwhile in terms of overall gains to the students, the student counselors and the college, there are several important factors that can determine the success or failure of the program; these factors need to be considered in attempting such a program. First, the most important consideration is that there is administrative support for the program from the beginning. It is advisable that the administration be involved in setting up the program so that it is not just an extraneous function, but an integral function of the college that can be discussed intelligently by the members of the administration. After this support is obtained, it is important to advertise the program and its services to the total college. Another factor that is very important to consider is responsibilities and selection of counselors. It is very important at the beginning to set up specific responsibilities and guidelines for selection, whether the selection is before or after the initial training phase. It is advisable that in the selection process, several individuals be involved in evaluating performance, especially in the area of skill performance. A final problem is that of building in periods of contact for student counselors and their students. It is important to build in times for contact, at least at the beginning of the program, so that student counselors can build a good rapport with their

students. After this initial contact has occurred, students will feel comfortable in coming back to their student counselors periodically, if not on a regular basis.

STUDENT-TO-STUDENT COUNSELING FINAL REPORT

PART II

STUDENT COUNSELOR TRAINING (Questions 1, 4, 5, and 7)

Twenty-five students participated in the initial training program during the last week in August. Of those students, fifteen were chosen to be student counselors. Fall quarter, thirteen students actually served as counselors. One student who was trained passed away during that quarter. Winter quarter, twelve students served as counselors. One student who graduated at the end of the fall quarter did not continue to serve as a counselor. Spring quarter, six students served as counselors.

More student counselors were needed fall quarter to teach the fourteen Orientation 101 classes. Winter and spring quarters, there was only one Orientation 101 class per quarter. During winter and spring quarters, one student counselor taught the Orientation 101 class and the remainder of the counselors worked with students individually on study skills, worked in the Women's Center, or offered special voluntary programs for students on campus such as relaxation training for test anxiety, films on interpersonal and study skills, and success motivation.

Attached is a detailed training itinerary (Appendix B). Briefly, students who were invited to participate in the initial training program spent thirty-three hours in training. The training program lasted for five days (August 21-26, 1977). Each day, students were in training from 9:00 a.m.-4:30 p.m., with a lunch break and a morning and afternoon break. During this initial training program, students were trained in teaching skills, counseling skills, survival and study skills information and group leadership skills. During the remainder of the year, weekly meetings were held in which in-service training took place.

Student counselors met during the year for one-hour, weekly sessions for in-service training. During the meetings, there was a discussion of how to handle specific problem situations, training on teaching modules, and further training in counseling skills. The direct supervisor of the student counselors was a professional counselor for the RSL program, who conducted training and weekly meetings. Referrals to other college professionals occurred when the student counselor contacted the professional counselor, who in turn contacted the appropriate college professional. The initial training program did, however, include referral people on campus for situations when the professional counselor was not available.

The student counselors received three quarter hours of credit for the initial training program, which was called Education 270 (Orientation to the Helping Process). Students who were selected as student counselors received two hours of credit per quarter for their work throughout the academic year. For each two hours of credit, students were required to devote six hours per week to the internship experience. The internship courses were called Education 271, 272, and 273 (Internship in the Helping Process). None of the students received monetary pay for training or the internship; however, students were eligible for the President's Service Stipend, which is a grant waiver for students involved in campus service activities.

SELECTION OF STUDENT COUNSELORS (Question 6)

Attached is a detailed selection guideline (Appendix C). Briefly, students were nominated by faculty members based on academic excellence, interpersonal skills, and personal responsibility, or students on the honor roll or Dean's List spring quarter prior to the fall quarter starting date; these students were invited to participate in the initial training program in August. At the end of the training program, students were evaluated on

knowledge of information and skill level performance. Knowledge of information was based on two objective tests on survival skills and study skills. Skill level was based on video-taped role-play situations involving teaching skills, counseling skills and group leadership skills. Students were also evaluated on a lesson plan for one of the study skills modules. There was also an evaluation of personal responsibility. This was measured by attendance and participation in the course. Only those students who completed the training program and were considered qualified were allowed to serve as student counselors.

STUDENTS SERVED BY STUDENT COUNSELORS (Question 2)

The target population was developmental students who were enrolled in the Orientation 101 course fall, winter and spring quarters. Students were identified as developmental if, on the English placement test, they tested into RSL English 91 or RSL English 101 (remedial and developmental sections of freshman English, respectively), or if they needed to take two 91-level courses (i.e., remedial sections of math, reading or English). Attached is a list of additional student characteristics for the target population. (Appendix D).

COUNSELING CONTACTS (Questions 2 and 3)

Counseling contacts were mandatory between student counselors and their students only during the quarter in which the students were registered for the Orientation 101 course. During the fall quarter and all other quarters in which the course was taught, student counselors worked with their students on study skills and survival skills. Additional contact was voluntary on the part of the students. Many students sought out their student counselors for

assistance on study skills, classes, financial problems, career decisions, survival information, and personal problems. Winter and spring quarters, contact was voluntary between student counselors and their students who had been enrolled in the Orientation 101 class fall quarter. In the case of students who were enrolled in Orientation 101 winter and spring quarters, contact between student counselors and their students was mandatory for the quarter in which the students were enrolled in Orientation 101 and voluntary for quarters thereafter. In terms of special voluntary contacts, student counselors offered sessions on success motivation, relaxation training for test anxiety, and films on women in the community college. In addition, four student counselors worked in the Women's Center, where adult students could work on problem areas, study, or just relax.

Student counselors met with students in a large group session only once during the year. One hundred and seventy-five remedial and developmental students, student counselors and instructors of remedial and developmental courses participated in a pre-college orientation workshop. Student counselors worked with their students in this large group setting for two days. Within the workshop, small group sessions were held where the student counselors were co-group leaders with faculty members. They participated in activities such as get-acquainted exercises, values clarification exercises, success involvement exercises, trust exercises, and contracting. Throughout the fall, winter, and spring quarters, student counselors worked with their students in small group sessions in the Orientation 101 classes. Classes ranged in size from six to fifteen students. In the larger classes, pairs of student counselors worked with students. In the winter and spring quarters student counselors offered other small group sessions on relaxation training, success motivation and films on women in the community college.

Individual sessions occurred during all three quarters. Student

counselors had mandatory sessions with their students three times during the quarter in which their students were registered for the Orientation 101 course. Other individual sessions occurred as the need arose. Student counselors had four office hours each week, during which they saw their students with problems individually.

THE USE OF DR. BROWN'S MODEL IN OUR PROGRAM
(Question 8)

The features of Dr. Brown's model that were most emphasized in our program were the survival orientation, study skills, and counseling skills. The Student Counselor's Handbook was given to all students in the initial training program. Required skills, duties and limitations of student counselors were discussed in great detail. Students discussed and practiced the counseling skills which were necessary to work with their students. They also studied each of the study skills modules and practiced leading group discussions on each. Taking, discussing, administering, and interpreting the Survey of Study Skills, the Survey of Study Habits and Attitudes and Effective Study Test occurred during the initial training. In terms of survival orientation, what was included in the Student Counselor Handbook was used; however, local survival orientation information was also included.

Additions to Dr. Brown's model were the additional counseling skills, counseling theory of Reality Therapy, group leadership and teaching skills, values exercises, warm-up exercises, counseling process and confidentiality of information. These additions were made because of the specific responsibilities student counselors were to have in the program.

FUTURE OF STUDENT COUNSELING AT SCC
(Question 9)

The student counseling program at Southeastern has been very successful and is becoming widely accepted. The program has been of such great benefit to the developmental students and to the student counselors themselves, that the program shall not only continue but will possibly be designated as an official honors program. Now that the program has been set up, it is relatively inexpensive to maintain and has been able to offer the college much assistance at such a little cost. There is a good possibility that the program may be broadened to serve the total freshman population in the near future.

APPENDIX A

RETENTION RATE AT THE END OF SPRING QUARTER

ORI 101 Students (n=30)	84%	ORI 100 Students (n=30)	76%
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MEAN GRADE POINT AVERAGE BY QUARTERS

	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>	<u>Cumulative</u>
ORI 101 Students (n=30)	2.18	1.99	2.09	2.03
ORI 100 Students (n=30)	2.68	2.32	2.46	2.50

STUDENTS ON DEAN'S LIST AND HONOR ROLL

		<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
ORI 101 Students (n=30)	<u>Dean's List</u>	13%	6%	10%
	<u>Honor Roll</u>	6%	6%	0%
ORI 100 Students (n=30)	<u>Dean's List</u>	26%	6%	10%
	<u>Honor Roll</u>	16%	13%	13%

APPENDIX B

TRAINING SCHEDULE FOR PEER COUNSELORS

Monday

9:00 - 10:00

Self-Introduction
Warm-Up Activity (Get Acquainted Exercise)
Introduction to Peer Counseling
Introduction to Resources for Student Learning
Discussion of Course Syllabus and Itinerary
Discussion of Peer Counselor Responsibilities
Completion of Time Schedules
Questions

10:00 - 10:15

Break

10:15 - 11:15

Film on Peer Counseling
Discussion of Film

11:15 - 12:00

Survival Information - What is the Student
Development Center?
Dean of Student Services

12:00 - 1:00

Lunch

1:00 - 3:30

Survival Information - How to Use the Learning
Resources Center

3:30 - 3:45

Break

3:45 - 4:20

Survival Information - Student Activities and
Organizations
Coordinator of Student Activities

4:20 - 4:30

Questions/Closure

HOMEWORK:

Read SCC Student Handbook and Student Counselor's
Handbook

Tuesday

9:00 - 9:15

Warm-Up Activity (Get Acquainted Exercise)

9:15 - 10:15

Student Rights and Responsibilities
Academic Survival Information
People, Places, Things...On Campus

10:15 - 10:25

Break

10:25 - 10:45

Review for Test on Survival Information

Page 2 - Training Schedule

10:45 - 12:00	Teaching Responsibilities Discussion of Good and Bad Teaching Techniques Discussion of Teaching Techniques for RSL Students
12:00 - 1:00	Lunch
1:00 - 1:45	Discussion on How to Prepare for, Execute and Evaluate Teaching
1:45 - 2:45	Team Project - Selection of Study Skills Module on which to Write a Lesson Plan (10 minutes)
2:45 - 2:55	Break
2:55 - 4:00	Execution and Evaluation of Teaching a Study Skills Module in Small Groups
4:00 - 4:25	Discussion of Study Skills Modules used in Orientation 101: Budgeting Time, Improving Memory, Improving Concentration, Reading Texts, Taking Lecture Notes, Taking Exams
4:25 - 4:30	Questions/Closure
HOMEWORK:	Study for Tests on Study Skills and Survival Information

Wednesday

9:00 - 10:00	Survival Skills and Study Skills Tests
10:00 - 10:10	Break
10:10 - 10:25	Values Clarification Exercise (Values Grid)
10:25 - 11:10	Survey of Study Habits and Attitudes
11:10 - 11:20	Break
11:20 - 11:45	Survey of Study Skills
11:45 - 12:00	Introduction to Testing
12:00 - 1:00	Lunch
1:00 - 2:00	Discussion of Test Administration, Scoring and Interpretation
2:00 - 2:30	Testing Exercise - Administer, Score and Interpret <u>Survey of Study Skills</u>

Page 3 - Training Schedule

2:40 - 2:40

Break

2:40 - 3:45

Testing Exercise - Administer, Score and Interpret Survey of Study Habits and Attitudes

3:45 - 4:25

Introduction to Counseling
Counseling Responsibilities and Limitations
Confidentiality

4:25 - 4:30

Questions/Closure

HOMEWORK:

Prepare Lesson Plan on a Study Skills Module

Thursday

9:00 - 9:45

Feedback on Survival and Study Skills Tests
Take Up Lesson Plans

9:45 - 10:15

Values Clarifications Exercise (Fantasy Exercise)

10:15 - 10:45

Discussion of the Counseling Process and Techniques
Discussion of Counseling Responsibilities
Discussion of Confidentiality of Information

10:45 - 10:55

Break

10:55 - 12:00

Role Play of Counseling Process and Techniques
Discussion of Role Play
Discussion of Verbal and Non-Verbal Behavior

12:00 - 1:00

Lunch

1:00 - 2:00

Film on the Technique of Listening

2:00 - 3:00

Discussion of Silence and Listening
Exercise on the Effective Use of Silence
Exercise on Listening

3:00 - 3:10

Break

3:10 - 4:10

Discussion of Closed and Open Questions
Exercise on the Use of Appropriate Questions

4:10 - 4:25

Review of Silence, Listening and Appropriate Questions

4:25 - 4:30

Questions/Closure

HOMEWORK:

Practice Role Play Counseling Situations

Page 4 - Training Schedule

Friday

9:00 - 9:15	Warm-Up Activity
9:15 - 10:15	Discussion of Systematic Inquiry, Clarification, and Summarization
10:15 - 10:25	Break
10:25 - 10:35	Role Play of Systematic Inquiry, Clarification and Summarization
10:35 - 11:00	Review of Counseling Skills Discussion of Counseling Process: Conceptualize Student Concern, Establish Goals, Design Procedures
12:00 - 1:00	Lunch
1:00 - 2:00	Practice Use of Counseling Process Practice Use of Counseling Process and Skills (Integration)
2:00 - 3:30	Reality Therapy Presentation, Role-Play and Practice
3:30 - 3:40	Break
3:40 - 4:25	Importance of Referrals Discussion of SCC Resource People
4:25 - 4:30	Questions/Closure
HOMEWORK:	Practice Role Plays of Counseling Situations

Monday

9:00 - 9:15	Warm-Up Activity
9:15 - 9:45	Discussion of Group Dynamics Discussion of Group Leadership and Group Members
9:45 - 11:00	Participation in Group Exercise (Eden II) (Use of Rotating Group Leaders)
11:00 - 12:00	Discussion of Skills Evaluation Sign Up for Evaluation Times Sign Up for Feedback Times Faculty Evaluation Questions/Closure/Thanks...
12:00 - 1:00	Closure Party (Lunch, Music...)
1:00 - 4:30	Video Taping of Teaching and Counseling Skills Live Demonstration of Group Leadership Skills Final Evaluation for Course and Selection of Peer Counselors

APPENDIX C

SELECTION OF PEER COUNSELORS

A maximum of twenty-five students is allowed to enroll in Education 270 (Orientation to the Helping Process). However, only ten students who have completed the training program are selected as peer counselors for the following year.

Selection of peer counselors is based on several variables. Since they are responsible for teaching study skills and survival skills information to the new RSL students, it is necessary that the peers know such material. Peer counselors are responsible for not only teaching survival and study skills information in ORI 101 (College Orientation) one day a week, but also for counseling individuals and groups. Thus, they are evaluated on teaching, counseling, group leadership and interpersonal skills. A team of teachers, counselors and group leaders evaluate the teaching, counseling and group leadership skills respectively. Here, peers role play the appropriate situation and are evaluated according to criteria on a feedback form.

A point system is used for selecting the top ten peer counselors. The skills for which the peers are responsible are listed below, along with their point values:

- | | |
|---|------------|
| I. Objective Tests (200 points) | |
| A. Survival Skills Test | 100 points |
| B. Study Skills Test | 100 points |
| II. Skill Performance (200 points) | |
| A. Execution of Study Skills Lecture | 50 points |
| B. Execution of Group Leadership Skills | 50 points |
| C. Execution of Counseling Skills | 50 points |
| D. Overall Interpersonal Skills | 50 points |
| III. Lesson Plan Preparation | 25 points |

Page 2 - Selection of Peer Counselors

IV. Personal Responsibility
(Attendance)

25 points

TOTAL

450 points

Students must make at least a grade of B (over 381 points) to be selected as a peer counselor.

Feedback forms which are used to evaluate performance on teaching, counseling and group leadership forms follow.

TEACHING FEEDBACK FORM

Key:

1	5	10
Strongly Disagree	Neither Agree Nor Disagree	Strongly Agree

- _____ 1. The objectives for this presentation were stated clearly.
- _____ 2. The peer counselor seemed to know the subject matter well.
- _____ 3. The peer counselor was enthusiastic about the subject matter.
- _____ 4. The peer counselor was clear in presenting the class material.
- _____ 5. The peer counselor encouraged class participation.

What did you like best about this presentation?

- 1.
- 2.

What aspects of this presentation could be improved?

- 1.
- 2.

COUNSELING FEEDBACK FORM

Key:

1	5	10
Strongly Disagree	Neither Agree Nor Disagree	Strongly Agree

1. Peer counselor tried to put the student at ease.
2. Peer counselor used periods of silence that seemed appropriate and seemed to listen to what the student was saying.
3. Peer counselor helped the student set a realistic goal and asked the student to actively explore several possible goals.
4. Peer counselor verbally followed what the student said, and when appropriate, used clarification and summarization techniques.
5. Peer counselor helped the student design effective procedures to reach the relevant goal.

What did you like best about this counseling session?

- 1.
- 2.

What aspects of this counseling session could be improved?

- 1.
- 2.

GROUP LEADERSHIP FEEDBACK FORM

Key:

1	5	10
Strongly Disagree	Neither Agree Nor Disagree	Strongly Agree

1. Starts the group by stating general purpose or objectives.
2. Seems to bring out important points in the subject matter being discussed.
3. Keeps the group discussion flexible, yet does not stray too far from the main points.
4. Tries to include students in the discussion, and uses reinforcement for student participation.
5. Shows good listening skills and response skills to student input.

What did you like best about this presentation?

- 1.
- 2.

What aspects of this presentation could be improved?

- 1.
- 2.

APPENDIX D
RESOURCES FOR STUDENT LEARNING
PHILOSOPHY

Resources for Student Learning is designed to meet the needs of students in the community college whose backgrounds, both at home and in educational situations, indicate they may have difficulty in coping with life and school situations, achieving academically, or maturing socially. In order to meet the needs of these students, certain aspects of the learning environment need analysis. From this analysis, goals for a meaningful, effective program need to be determined and a program designed to meet these goals.

STUDENT CHARACTERISTICS

Initially, characteristics related to the students' style of studying and responding in class and tutoring situations need listing. (Note: No one student has all of the traits listed. In fact, most students, like the rest of us, are experts in some areas and developmental in others.)

- 1) RSL students frequently have not been successful in dealing with circumstances that are not completely spelled out and explicitly described. For example, the student often wants to know exactly what is to be on a test.
- 2) The student has little grasp of the theoretical and abstract. This abstract reasoning disability is further seen in the student's need for external reward. He sees little value in learning unless external rewards are evident. Furthermore, the amount of time spent in study is seen as more important than the quality of the production.
- 3) Little connection is seen between school and life. Education is often not seen as contributing to life. Goals are short term, and rewards are expected immediately.

In addition to certain learning style characteristics, the RSL student often fails to accept responsibility for his own learning and achievement. Some cases which illustrate this are:

- 1) The student shows little initiative in seeking a tutor or other support staff. Often, however, after the student does seek help from others, he becomes overly dependent on those persons.
- 2) Appointments are often not kept; punctuality is not considered important.
- 3) It is difficult for the student to follow through with assignments and locate needed answers and materials.

Student Characteristics (continued)

- 4) Support for the student's educational effort is often not present in the home situation.
- 5) The RSL student is further hindered by his feelings of inadequacy in dealing with school and his fear that others will discover this. Paradoxically, he may have future expectations that are beyond what he possibly can achieve.

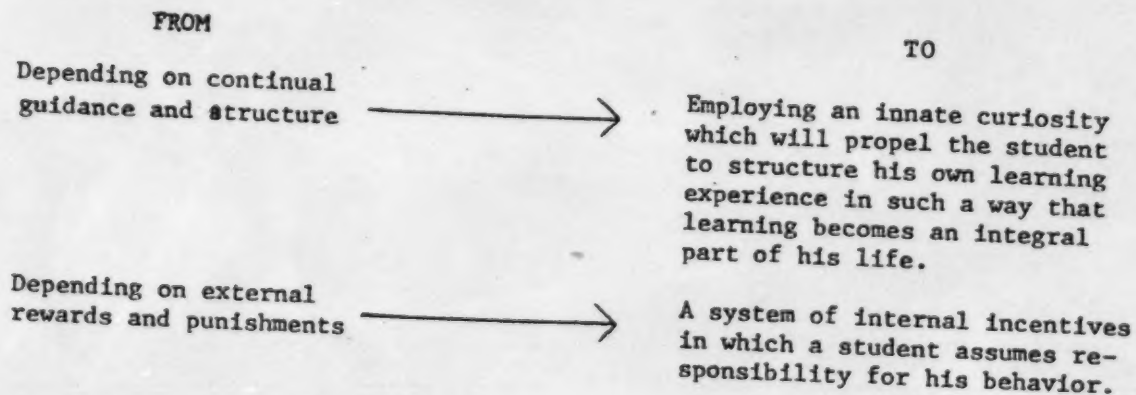
Some self-concept factors also enter into the student's difficulty in succeeding in school.

- 1) The expectancy factor is often fulfilled with the RSL student's poor self-image of his own ability to learn.
- 2) The student's notion of what is expected of him by himself and others is often unrealistic. This often carries over into his performance.
- 3) Again the student fears that asking for help from supportive persons is an indication of weakness and often shuns vital assistance.

LEARNING ENVIRONMENT

After considering these factors, RSL believes that a student with these characteristics will be more successful if the learning environment can assist him to progress from his level of competency upon entering the community college to a higher level of competency in coping with academic and life situations. In order to create the learning environment which will foster such development, attention must be given to changing the learning environment. Furthermore, it is important that students learn to participate effectively within an area of knowledge rather than learn only facts without comprehending the relationships that give these facts meaning.

Therefore, for RSL, the learning process is viewed as a continuum along which a student moves:



Learning Environment (continued)

FROM

A focus solely on
personal experience

TO

A position in which the student
is aware of and understands con-
cepts, problems, and ideas removed
from daily experiences.

Keeping in mind that the following statements are not intended to dictate methodology but rather to reflect the overall philosophy of RSL, to achieve these desired ends we must move:

FROM

TO

A position of formal
authority that creates a
competitive, judgemental
atmosphere



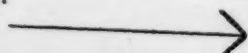
A collaborative, supportive,
informal atmosphere in which
mutual respect is established
between RSL staff member and
student.

A position in which in-
structor and counselor
alone diagnose student
personal needs



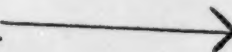
A position in which needs are
determined by mutual assessment.

A planning phase in which
decisions are made pri-
marily by an authority
figure



A planning phase in which the
instructor or counselor and
student share in decisions that
are to be made.

A position in which
someone other than the
student sets all instruc-
tional goals for the
student



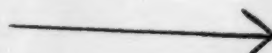
A position in which student input
is frequently solicited and given
strong consideration as goals are
set.

A learning plan that is
restricted by content units,
course syllabi, and prede-
termined sequence



A plan that includes student feed-
back and learning activities that
are sequenced in terms of student
readiness, interest and confines
of the discipline.

Learning activities that
are entirely lecture-
oriented with assigned
readings (a passive
learning environment)



Activities that incorporate small
group discussions, inquiry projects,
and other activities which require
student involvement with the sub-
ject matter as well as each other
(a participative learning
environment)

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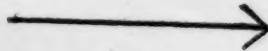
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Learning Environment (continued)

Evaluation emphasizing
memorization of
individual facts



Evaluation based not only on a
student's remembering individual
facts but also on his understanding
or problem solving, concepts, and
the relationships of ideas within
as area of investigation.

OTHER TENETS

Integral to the success of all learning experiences is the involvement of the student:

With faculty and staff

- 1) who promote a climate of trust.
- 2) who are open to new experiences and changes of attitudes.
- 3) who are accepting in their behavior towards students whose values are different from their own.
- 4) who demonstrate continuing enthusiasm for learning.
- 5) who enjoy teaching.

With other students who are a valuable source of knowledge and understanding.

With the learning activity. This involvement will move the student from learning only for economic purposes to a position in which the student also engages in a learning activity out of interest and a desire to understand.

To meet the needs of the student RSL believes:

- 1) Diagnostic testing and teaching should be used to determine the areas in which strengths and weaknesses exist.
- 2) Learning experiences should be designed with consideration for the way a student learns best.
- 3) Students learn at different rates. Instructors should be flexible in the use of effective teaching methods in accordance with learning needs.
- 4) People are motivated by success. Learning activities should be structured in order to make initial success more probable.
- 5) Students should be made aware of the goals they should reach to satisfactorily complete a course of study.

(The Resources for Student Learning Philosophy is being used through permission granted by Resources for Student Learning, Southeastern Community College, Whiteville, North Carolina.)